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ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet focuses on approaches to recruitment and retention of faculty from underrepresented groups as part of the creation of a multicultural college environment. The 31 annotated citations, all of which are in the ERIC database, are grouped into: (1) "Overall Strategies"; (2) "Faculty"; and (3) "Student." (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Retention and Recruitment of Underrepresented Faculty and Students

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Retention and Recruitment of Underrepresented Faculty and Students

Creating a multicultural environment is a priority for most college campuses. Many people conceptualize this issue purely in terms of numbers of students or faculty of color--essentially recruitment. Others tend to focus on the curriculum and infusing a wider representation of perspectives. However, creating a multicultural environment is a combination of recruitment; retention; climate issues; pedagogy and the curriculum; organizational values, culture, and structure; and faculty and staff development. Our Clearinghouse's series of CRIB Sheets on multicultural issues provides resources in all of these key areas. Each CRIB sheet focuses on resources in a particular area. Here, we highlight approaches to recruitment and retention of faculty and students from under-represented groups.

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Overall strategies

EJ591450
Quinlan, K. M. (1999). Enhancing mentoring and networking of junior academic women: What, why, and how? *Journal of Higher Education Policy and Management, 21,* 1, 31-42.
This article discusses advantages and disadvantages of various types of career-supportive relationships that make up academic women's webs of intellectual, social, personal, and political ties, including formal mentoring, networking, and peer support programs. Several strategies rooted in each of these models are presented.

EJ588135
Lyons, N. L. (1999, Jun). Focusing on minority recruitment. *Currents, 25,* 6, 44-49.
This articles looks at the creative measures employed by colleges and universities to promote student diversity amid anti-affirmative action movements.

EJ565300
Thompson, Carolyn J., & Dey Eric L. (1998, May/June). Pushed to the margins: Sources of stress for African-American college and university faculty. *Journal of Higher Education, 69,* 3, 324-345.
This article looks at a 1992 study examining the sources of stress of African-American faculty at primarily white colleges and universities.

ED385800
Nelsen, Anne Kusener, & Others. (1994, July). *Crucial practices for diversity: A project report*. University Park, PA: Alliance for Undergraduate Education.
A self-assessment guide was produced by a group of large public research universities in an effort to improve educational institutions' recruitment and retention of undergraduate students of color, particularly members of under-represented groups.

ED383273
Princes, Carolyn D. W. (1994, March). *The precarious question of Black cultural centers versus multicultural centers*. Paper presented at the Annual Pennsylvania Black Conference on Higher Education, Harrisburg, PA.
This paper discusses the role of black cultural centers on university campuses, focusing on whether black cultural centers or multicultural centers best meet the needs of an increasingly diverse student body and society.

Faculty

ED428616
Perna, Laura W. (1999, April 20). *The role of historically black colleges and universities in preparing African American for faculty careers*. Paper presented at the Annual Meeting of the American Educational Research Association.
This paper builds on a 1992 study which sought to compare the characteristics of African-American faculty who earned bachelor's or doctoral degrees from Historically Black Colleges and Universities (ABCU) with those of other African-American faculty, and examined to what extent earning a degree from an HBCU related to research productivity and to satisfaction and control over one's work.

ED427638
Borman, Kathryn, Kromrey, Jeffrey D., Thomas, Daphne, & Dickinson, Wendy. (1999). *University women and minorities: A case study of organizational supports and impediments for faculty*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
This case study examines three types of barriers that inhibit advances in academic careers of women and minority group members.

EJ493230
Hallock, Pamela. (1994, Fall). Promoting diversity on campus: Thought to action. *Thought & Action, 10*, 65-78.
Common pitfalls for colleges and universities in hiring faculty and in career development efforts are identified, and recommendations are made for faculty and administrators to halt the attrition of minority and female faculty members.

EJ443235
Schmitz, Betty, & Others. (1992, Spring). Creating multicultural classrooms: An experience-derived faculty development program. *New Directions for Teaching and Learning, 49*, 75-87.

Experiences with the evolution of a University of Maryland, College Park, faculty development program focusing on diversity and classroom climate provide insights into appropriate responses to student diversity. Attention must be paid to program rationale, theoretical framework, program content, pedagogical approach, format, scheduling, and evaluation.

Student

EJ595355
Tisue, L.J., & Whitaker, D.P. (1999). The GRE: A barrier to women returning to graduate school? [Entire Issue] *Journal of Educational Opportunity, 17,* 2, 31-43.
This article discusses the Graduate Record Examination (GRE) as a possible admissions barrier for women returning to graduate school. The validity of the exam for this population is examined, and alternatives are suggested for identifying older adult women who would succeed in graduate programs.

EJ589814
Thompson, G. L. (1999). What the numbers really mean: African-American underrepresentation at the doctoral level. *Journal of College Student Retention, 1,* 1, 23-40.
Review of literature on African-American representation at the doctoral level found that while the number of African-American doctoral recipients has increased, the overall percentage has remained steady since the late 1970s.

ED425686
Bowen, William G., & Bok, Derek. (1998). *The Shape of the River. Long Term Consequences of Considering Race in College and University Admissions.* Princeton, NJ: Princeton University Press.
This book examines issues of race in college admission through analysis of data from the College and Beyond database, a study of the college careers and subsequent lives of over 45,000 students of all races who had attended adademically selective universities between the 1970s and early 1990s.

EJ573801
Ender, Steven C., Wiley, Byron A., & Pagano, Charles. (1998, Sum). The Philadelphia partnership: Improving college access and retention among minority and low-income students. *College Board Review, 32,* 185, 22-7.
The Philadelphia Partnership is a Philadelphia School District (PA) program, sponsored by the state higher education system and designed to increase the number of low-income and minority students in comprehensive, neighborhood magnet schools who attend college and graduate.

ED416797
Smith, Daryl G., Gerbick, Guy L., & Figueroa, Mark A. (1997). *Diversity Works: The Emerging Picture of How Students Benefit.* Washington, DC: Association of American Colleges and Universities.

This report is a literature review and annotated bibliography of research on the impact of campus diversity on American college students.

ED427642
Nettles, Michael T., Perna, Laura W., & Freeman, Kimberley Edelin. (1999). *Two decades of progress: African Americans moving forward in higher education*. Fairfax, VA: College Fund/UNCF.
This report presents findings of a study on the higher education progress of African Americans in the nation and by region, including both private and public sectors, two-year and four-year colleges and universities, historically black colleges and universities, and traditionally white institutions.

ED425668
Carter, Deborah J. (1997). *Minorities in higher education: 1996-97 fifteenth annual status report*. Washington, DC: American Council on Education.
This report summarizes 1996-97 data on key indicators of progress by minority groups in higher education. It includes information on high school completion rates, college participation rates, college graduation rates, and other statistical data.

ED415818
Perna, Laura Walter. (1997, November 6). *The contribution of financial aid to undergraduate persistence*. Paper presented at Annual Meeting of the Association for the Study of Higher Education, Albuquerque, NM.
This paper discusses the effects that financial aid has on student persistence in earning an undergraduate degree. This study used data from the national Beginning Postsecondary Student Survey for 1989-90 freshmen.

EJ552293
Freeman, Kassie. (1997, September/October). Increasing African Americans' participation in higher education: African American high school students' perspectives. *Journal of Higher Education, 68*, 523-50.
A study explored African American high school students' perceptions of barriers to participation in higher education, and explored their perceptions of effective programs to address this problem. This article examines the results of the study.

ED406871
Nettles, Michael T., & Perna, Laura W. (1997). *The African American education data book. Volume I: Higher and adult education*. Fairfax, VA: College Fund/UNCF.
Presents data that looks specifically at African-Americans in higher education. Examines all aspects including financial aid, performance, and progress.

ED406907
Obiakor, Festus E., & Harris-Obiakor, Pauline. (1997, April 16). *Retention models for minority college students*. Paper presented at the Research and Creativity Forum, Emporia State University, Emporia, KS.
This paper discusses retention techniques that can be used with minority students at

predominantly white colleges, focusing on four phases that are critical to the retention and academic achievement of minority students: acceptance, acclimatization, responsibility, and productivity. (Contains 11 references.)

EJ539550
Hurtado, Sylvia., & Others. (1997, February). Differences in college access and choice among racial/ethnic groups: Identifying continuing barriers. *Research in Higher Education, 38*, 43-75.
This is a look at two longitudinal studies focused on the college application behaviors of different racial/ethnic groups. It looks at the application patterns, number of schools applied to, and the statistics for attendance at the applicant's first choice school.

EJ539551
Eimers, Mardy T., & Pike, Gary R. (1997, February). Minority and nonminority adjustment to college: Differences or similarities? *Research in Higher Education, 38,* 77-97.
This report shows the results of a survey given to freshman at one university to see how minority and nonminority students differed in the way they perceived the university and how their perceptions affected their feelings about continuing.

ED410774
Johnson, Margaret M., & Molnar, David. (1996). *Comparing retention factors for Anglo, Black, and Hispanic students*. Paper presented at the Annual Meeting of the Association for Institutional Research.
This study looked at data gathered on nearly 3,000 new undergraduate students at Barry University and examined the differences in retention rate among Anglo, Black, and Hispanic students.

EJ514460
Dodd, John M., & Others. (1995, Fall). American Indian student retention. *NASPA Journal, 33*, 72-78.
Presents results of study undertaken to learn what academically successful American Indian students at one postsecondary school encounter and what persons and/or support services help with their academic success. Most students indicated that family was of primary support. Few reported obstacles were academic.

EJ475483
Williams, Jennifer, & Wilson, Van C. (1993, Fall). Project C.A.R.E.: A university's commitment to African-American student retention. *College Student Affairs Journal, 13*, 48-57.
This addresses a southeastern, midsized university's attempt to increase cultural diversity and student retention through collaborative efforts between the divisions of Academic and Student Affairs. It describes a model retention program for African-American students and presents an analysis of program participants' academic performance.

EJ467216
Phillip, Mary-Christine. (1993, July 15). Enhancing the presence of minorities in graduate schools: What works for some institutions. *Black Issues in Higher Education, 10*, 33-35.
Despite efforts to increase graduate student diversity, recruitment and retention are difficult. Strategies include financial aid, faculty sensitivity to minority needs, minority faculty as role models and mentors, support systems, firm administrative commitment, and recruiting students in groups rather than individually. Student adjustment to the institution is crucial to success.

EJ450953
Tatum, Travis, & Rasool, Joan. (1992, Winter). Reassessing retention courses: The need to empower students. *Equity and Excellence, 25*, 16-21.
Argues that the remedial reading and study skills approach to retention courses for minority students is seriously flawed and often consists of no more than offering good advice. Accurately assessing student work in an atmosphere that validates cultural pluralism will best support student efforts and affirm their worth.

ED350898
Sawchuk, Mariette T. (1991). *Access and persistence: An educational program model. Celebrating Cultural Diversity in Higher Education.* Los Angeles, CA: Prism Publishing of Mount St. Mary's College.
This report describes the key elements of an alternative access program at Mount St. Mary's College (California), from the recruitment and orientation of culturally diverse students to those ongoing academic and support services necessary to student persistence to graduation.

ED406947
Nettles, Michael T. (1990). *Black, Hispanic, and White doctoral students: Before, during, and after enrolling in graduate school.* Princeton, NJ: Educational Testing Service, Graduate Record Examination Board Program.
This study examined differences in educational experiences and performance of white, black, and Hispanic graduate students. While the study found some similarities among the students surveyed, racial group differences were more significant.

EJ423775
Redmond, Sonjia Parker. (1990, November/December). Mentoring and cultural diversity in academic settings. *American Behavioral Scientist, 34*, 188-200.
Examines the role of planned mentoring and claims that it can increase retention and graduation rates of culturally diverse students. Addresses causes of minority students' attrition rates and delayed graduation. Argues greater student/faculty contact can solve academic and nonacademic problems. Discusses development and administration of mentoring programs.

ED335999
Terrell, Melvin C., & Wright, Doris J., (Eds.). (1988, December). *From survival to*

success: promoting minority student retention. Washington, DC: National Association of Student Personnel Administrators, Inc.
This monograph presents issues regarding minority student retention in higher education stressing the commitment of successful programs to campus-wide cultural diversity as well as the importance of helping these students compete and succeed in the high tech world of the 21st century.

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